

eGrant Management System

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Applicant: PUTNAM COUNTY CUSD 535

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: PUTNAM COUNTY CUSD 535

Date Generated: 6/4/2025 3:07:39 PM

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1. Contact Information for Person Completing This Form

Last Name*

Theisinger

Phone*

815 882 2800

Extension

5

First Name*

Clayton

Middle Initial

J

Email*

theisingerc@pcschools535.org

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

((count) of 2500 maximum characters used)

Putnam County Community Unit School District #535 maintains the following position as stated in its policies: Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender, gender identity, (whether or not traditionally associated with the student's sex assigned at birth), gender expression, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy 8:20, Community Use of School Facilities. This policy will be applied in all circumstances and at all times when considering the District's obligation to provide learning and all related services to all students.

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

34

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name

Theisinger

First Name

Clayton

Middle Initial

J

Phone

815 882 2800

Extension

5

Email

theisingerc@pcschools535.org

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

*Required field, applicable for all funding sources

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- ☒ Initial submission for the fiscal year
- ☐ Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- ☒ Title I, Part A - Improving Basic Programs
- ☐ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☒ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☐ Title III - Language Instruction Educational Program (LIEP)
- ☐ Title III - Immigrant Student Education Program (ISEP)
- ☒ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title V, Part B - Rural and Low Income Schools
- ☒ IDEA, Part B - Flow-Through
- ☒ IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)

The District will continue to allocate any federal funds received as outlined per statutes. Title funds will be allocated to salaries, benefits, professional development, purchased services, and supplies according to the schools and district goals that are updated on an annual basis. Each building convenes schoolwide leadership team meetings focused on school improvement, with but not limited to special education, Title, EL, and preschool. In combination, IDEA funds also are allocated to salaries, benefits, professional development, purchased services, and supplies. Title II, Part A funds will be transferred to Title I. Title IV, Part A funds will be transferred to Title I.

Response from the approved prior year Consolidated District Plan.

The District will continue to allocate any federal funds received as outlined per statutes. Title funds will be allocated to salaries, benefits, professional development, purchased services, and supplies according to the schools and district goals that are updated on an annual basis. Each building convenes schoolwide leadership team meetings focused on school improvement, with but not limited to special education, Title, EL, and preschool. In combination, IDEA funds also are allocated to salaries, benefits, professional development, purchased services, and supplies. Title II, Part A funds will be transferred to Title I. Title IV, Part A funds will be transferred to Title I.

3. Will the LEA braid funding?* Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

☐ Yes ☒ No

4. Will the LEA hybrid-blend Title II and/or Title IV funding?* Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

☒ Yes ☐ No

If Yes Transfer of Funds is selected, you will need to indicate which fund sources are being transferred and if it will be partial or all in the box below.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title II to Title I | <input type="checkbox"/> Transfer Partial Funds | <input checked="" type="checkbox"/> Transfer All Funds |
| <input checked="" type="checkbox"/> Title IV to Title I | <input type="checkbox"/> Transfer Partial Funds | <input checked="" type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title II to Title IV | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title IV to Title II | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |

5. Provide a Summary of the LEA's Needs Assessment.*

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

All four schools in the District have demonstrated stability in achievement and/or growth in both ELA and mathematics in the past few years. Needs among the four schools have been identified as follows: Putnam County Primary School - Students have been demonstrating achievement and growth in sight words, letter recognition, and letter sound recognition. In mathematics, there has been similar success with computation strategies, concepts and applications, and counting. However, more focus has been needed on phonics in ELA and fact fluency in mathematics. Both of these areas have been addressed over the last year with new instructional strategies and programs. Emphasis is going to be placed on grouping strategies and centers. Putnam County Elementary School - Students are demonstrating growth with ELA and mathematics based on their grade-level, especially when analyzing scores from AIMSweb benchmarking. However, student achievement on IAR did not align with this achievement and growth. Both of these academic areas will be a focus with new instructional strategies and greater emphasis on those demonstrating success, including RACES, Whooo's Reading, small group instruction, and expansion of support to advanced learners. Putnam County Junior High - There have been continued improvements with MAP scores over the past few years. However, like PCES, this same growth has not been evidenced on the IAR. There will be continued focus on improving ELA and mathematics learning through the use of self-assessment, a restructured RtI system, and focused study halls for greater student support. Student absenteeism has also been noted to be a continuing concern, so there will be a sustained emphasis on building relationships with students and connecting support services to the school. Putnam County High School - Students in the high school have been performing better than the State average on the SAT Suite of Assessments in ERW for the past few years. However, there are trends showing that this average may return to average or below the State's level. Focus has been placed on improving analytical questioning in all curriculum areas to expand critical thinking and help students make cross-curricular connections with their learning. With the transition to ACT in 2024-2025, this focus has slightly changed and will continue to evolve based on analysis of the Spring 2025 results.

Legislative References:

- [1] Title I, Part A, Reference Section 1112(a) (1)
- [2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. ☒ School and/or district report card(s)
- B. ☒ Five Essentials Survey
- C. ☒ Student achievement data (disaggregated by student groups)
- D. ☒ Current recruitment and retention efforts and effectiveness data
- E. ☐ Professional development plan(s)
- F. ☒ School improvement plan(s)
- G. ☐ ESSA site based expenditure data
- H. ☐ ED School Climate Survey (EDSCLS)
- I. ☐ CDC School Health Index
- J. ☐ National School Climate Center
- K. ☐ ASCD School Improvement Tool
- L. ☐ Illinois Quality Framework and Supporting Rubric
- M. ☐ Other

List and describe other instruments and/or processes that were used in the needs assessment.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

I. Through its strategic planning process, PC #535 had previously identified mathematics as a core area of focus based on student performance on standardized assessments and District-provided benchmarking assessments. However, it was also identified that reading remains a critical area of focus because of its impact on students' access to written/word problems. These focus areas have led to stability in scores on the IAR in both ELA and mathematics. Unfortunately, this stability means that students were not growing at rates equal to or more than average rates across the State. As such, focus will be put on students' growth on benchmarking assessments as well as State-required assessments. Also of note is the performance of subgroups, specifically students identified as low-income and students receiving special education services. Both of these groups are not meeting benchmarks compared to peers not in the respective subgroups. Throughout 2024-2025, it was further found that students are performing better on benchmarking assessments within the schools as compared to the IAR and ACT. Efforts are being made to increase the rigor of learning across all grade-levels and subject areas. Further, the District is starting a formal review process of its assessments and alignment with instruction. This process will also include a review of interventions and supports for students who are struggling or accelerating with their learning.II. Based on this assessment by the District, goals have been established for a District- wide focus on improvement in mathematics and ELA. From these goals, each school has developed individual school improvement plans with focus on the subjects and specific strategies and action steps to promote positive changes to teaching and learning. Specifically, schools serving grades three through eight will be focusing on improving math and ELA scores on the AIMSweb and MAP assessments. PCPS (grades kindergarten through second) will utilize its benchmarking assessments to determine growth in mathematics and reading. The high school will utilize the ACT as an annual and longitudinal measure of growth in these areas. Further, the high school is also entering its second-year of administering MAP and will use the results to begin a longitudinal analysis of learning from 6th-grade through 10th-grade.III. For all buildings, school improvement teams will meet on a quarterly basis to review progress and determine if any changes need to be made to plans to promote student learning. In addition, EPIC (the District's curriculum committee) will meet on a monthly basis as a committee and District- wide every nine weeks to review instructional resources and implementation fidelity of all programming. The District has implemented a calendar with early dismissals once per month to provide time for these meetings.

B. Title I, Part A - School Improvement Part 1003**C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

FUNDS TRANSFERRED TO TITLE I

G. Title III - LIEP**H. Title III - ISEP**

I. Title IV, Part A - Student Support and Academic Enrichment

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

FUNDS TRANSFERRED TO TITLE I

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [1]

I. Through its strategic planning process, PC #535 had previously identified mathematics as a core area of focus based on student performance on standardized assessments and District-provided benchmarking assessments. However, it was also identified that reading remains a critical area of focus because of its impact on students' access to written/word problems. These focus areas have led to stability in scores on the IAR in both ELA and mathematics. Unfortunately, this stability means that students were not growing at rates equal to or more than average rates across the State. As such, focus will be put on students' growth on benchmarking assessments as well as State-required assessments. Also of note is the performance of subgroups, specifically students identified as low-income and students receiving special education services. Both of these groups are not meeting benchmarks compared to peers not in the respective subgroups. Throughout 2024-2025, it was further found that students are performing better on benchmarking assessments within the schools as compared to the IAR and ACT. Efforts are being made to increase the rigor of learning across all grade-levels and subject areas. Further, the District is starting a formal review process of its assessments and alignment with instruction. This process will also include a review of interventions and supports for students who are struggling or accelerating with their learning.II. Based on this assessment by the District, goals have been established for a District- wide focus on improvement in mathematics and ELA. From these goals, each school has developed individual school improvement plans with focus on the subjects and specific strategies and action steps to promote positive changes to teaching and learning. Specifically, schools serving grades three through eight will be focusing on improving math and ELA scores on the AIMSweb and MAP assessments. PCPS (grades kindergarten through second) will utilize its benchmarking assessments to determine growth in mathematics and reading. The high school will utilize the ACT as an annual and longitudinal measure of growth in these areas. Further, the high school is also entering its second-year of administering MAP and will use the results to begin a longitudinal analysis of learning from 6th-grade through 10th-grade.III. For all buildings, school improvement teams will meet on a quarterly basis to review progress and determine if any changes need to be made to plans to promote student learning. In addition, EPIC (the District's curriculum committee) will meet on a monthly basis as a committee and District- wide every nine weeks to review instructional resources and implementation fidelity of all programming. The District has implemented a calendar with early dismissals once per month to provide time for these meetings.

L. IDEA, Part B - Preschool

I. Through its strategic planning process, PC #535 had previously identified mathematics as a core area of focus based on student performance on standardized assessments and District-provided benchmarking assessments. However, it was also identified that reading remains a critical area of focus because of its impact on students' access to written/word problems. These focus areas have led to stability in scores on the IAR in both ELA and mathematics. Unfortunately, this stability means that students were not growing at rates equal to or more than average rates across the State. As such, focus will be put on students' growth on benchmarking assessments as well as State-required assessments. Also of note is the performance of subgroups, specifically students identified as low-income and students receiving special education services. Both of these groups are not meeting benchmarks compared to peers not in the respective subgroups. Throughout 2024-2025, it was further found that students are performing better on benchmarking assessments within the schools as compared to the IAR and ACT. Efforts are being made to increase the rigor of learning across all grade-levels and subject areas. Further, the District is starting a formal review process of its assessments and alignment with instruction. This process will also include a review of interventions and supports for students who are struggling or accelerating with their learning.II. Based on this assessment by the District, goals have been established for a District- wide focus on improvement in mathematics and ELA. From these goals, each school has developed individual school improvement plans with focus on the subjects and specific strategies and action steps to promote positive changes to teaching and learning. Specifically, schools serving grades three through eight will be focusing on improving math and ELA scores on the AIMSweb and MAP assessments. PCPS (grades kindergarten through second) will utilize its benchmarking assessments to determine growth in mathematics and reading. The high school will utilize the ACT as an annual and longitudinal measure of growth in these areas. Further, the high school is also entering its second-year of administering MAP and will use the results to begin a longitudinal analysis of learning from 6th-grade through 10th-grade.III. For all buildings, school improvement teams will meet on a quarterly basis to review progress and determine if any changes need to be made to plans to promote student learning. In addition, EPIC (the District's curriculum committee) will meet on a monthly basis as a committee and District- wide every nine weeks to review instructional resources and implementation fidelity of all programming. The District has implemented a calendar with early dismissals once per month to provide time for these meetings.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☒ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).*

Check all that apply.

- A. ☒ Teachers (1,7,8)
- B. ☒ Principals (1,7,8)
- C. ☒ Other school leaders (1,8)
- D. ☒ Paraprofessionals (1)
- E. ☒ Specialized instructional support personnel (1,2,3,4,8)
- F. ☐ Charter school leaders (in a local educational agency that has charter schools) (1)
- G. ☒ Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. ☐ Parent liaisons
- I. ☒ Title I director (1)
- J. ☐ Title II director (1)
- K. ☒ Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. ☐ Title IV director (1)
- M. ☒ Special Education director
- N. ☐ Guidance staff
- O. ☐ Community members and community based organizations (7)
- P. ☐ Business representatives (2,3,4)
- Q. ☐ Researchers (7)
- R. ☐ Institutions of Higher Education (7)
- S. ☐ Homeless Liaison
- T. ☐ Other - specify
- U. ☐ Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

PC #535 conducted its Title I district-wide meeting in Spring 2025. The agenda included introductions, a review of the 10 components to the schoolwide flexible process, review of accomplishments per building or district, review of the survey of needs, Title I plan components, and next steps for the district. The committee determined that the staff survey should continue to influence the goals and next steps the district. This year we had teachers, administration, parents, Title I teachers, and paraprofessionals participate in the meeting and serve on the committee. The Title I Director for the district conducted the meeting with an agenda and solicited input from all of the stakeholders. Attendance was taken.

Response from the prior year Consolidated District Plan.

PC #535 conducted its Title I district-wide meeting in Spring 2024. The agenda included introductions, a review of the 10 components to the schoolwide flexible process, review of accomplishments per building or district, review of the survey of needs, Title I plan components, and next steps for the district. The committee determined that the staff survey should continue to influence the goals and next steps the district. This year we had teachers, administration, parents, Title I teachers, and paraprofessionals participate in the meeting and serve on the committee. The Title I Director for the district conducted the meeting with an agenda and solicited input from all of the stakeholders. Attendance was taken.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied and diverse populations. [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

For this district consolidated plan, parents/guardians were invited to participate in the Title I meeting to provide input on needs and suggested activities. In terms of continued development of plans, PC #535 is in the process of redeveloping its school improvement plans. Each building will have a leadership team meet during Summer 2025 to comprehensively review student learning from the past school year. These plans are publicly shared for review by parents/guardians and families. PC #535 conducts parent-teacher conferences on an annual basis. The purpose is to have the teacher, parent, and student engage and discuss student strengths, needs, and next steps. These activities are conducted preK-12th grade. Parents/guardians are also welcome to schedule individual meeting with teachers or administration to discuss students' progress at any time during the year. Each building also has a handbook committee where at least one parent and one board member are a part of the team reviewing and altering language/practices for the following school year.

Response from the prior year Consolidated District Plan.

For this district consolidated plan, parents/guardians were invited to participate in the Title I meeting to provide input on needs and suggested activities. In terms of continued development of plans, PC #535 is in the process of redeveloping its school improvement plans. Each building will have a leadership team meet during Summer 2024 to comprehensively review student learning from the past school year. Parents/guardians will be invited to be part of this process to ensure all populations are represented in school and district planning. PC #535 conducts parent-teacher conferences on an annual basis. The purpose is to have the teacher, parent, and student engage and discuss student strengths, needs, and next steps. These activities are conducted preK-12th grade. Parents/guardians are also welcome to schedule individual meeting with teachers or administration to discuss students' progress at any time during the year. Each building also has a handbook committee where at least one parent and one board member are a part of the team reviewing and altering language/practices for the following school year.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. [3]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

Over the course of the year, activities will be planned to promote parent and family engagement. Family reading night will be held at the Primary School, family STEAM night will be at the Elementary level, and fine arts festivals at all levels will be held to promote parent/family engagement. The District will also conduct annual Parent-Teacher conferences.

Response from the prior year Consolidated District Plan.

Over the course of the year, activities will be planned to promote parent and family engagement. Family reading night will be held at the Primary School, family STEAM night will be at the Elementary level, and fine arts festivals at all levels will be held to promote parent/family engagement. The District will also conduct annual

Parent-Teacher conferences.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

[ESEA section 1112\(a\)\(1\)\(A\)](#)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

**Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

Private School Participation

File Upload instructions are linked below. Click here for general page instructions.

The application has been locked. No more updates will be saved for the application.

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the districts boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?
☐ Yes ☒ No

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Calvary Baptist Academy	<input type="checkbox"/>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div> Number of Low-Income Student(s): <div></div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div> Total Enrollment Number Student(s): <div></div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div> Total Enrollment Number Student(s): <div></div>	<div>Choose FileNo file chosen</div> <div>Nonpublic Notice - Calvary Baptist Academy.pdf</div>
Holy Family	<input checked="" type="checkbox"/>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div> Number of Low-Income Student(s): <div></div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div> Total Enrollment Number Student(s): <div></div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div> Total Enrollment Number Student(s): <div></div>	<div>Choose FileNo file chosen</div> <div>Nonpublic Notice - Holy Family.pdf</div>
Trinity Catholic Academy	<input checked="" type="checkbox"/>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div> Number of Low-Income Student(s): <div></div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div> Total Enrollment Number Student(s): <div></div>	<div><input type="radio"/> Yes <input checked="" type="radio"/> No</div> Total Enrollment Number Student(s): <div></div>	<div>Choose FileNo file chosen</div> <div>Nonpublic Notice - Trinity Catholic Academy.pdf</div>

Comments:
Notices were sent to three schools provided on ISBE's most recent database of nonpublic schools

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter

No Preschool Programs

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

Title I funds are not used to support preschool programs.Putnam County Primary School provides a preschool program that enrolls up to 80 students on an annual basis. Preschool teachers use a tiered process for their students utilizing the ELS assessment system. Teachers work with students in small groups for 10 minutes a day on three different content areas using evidence-based research/interventions. These students are tracked three times a year and information is shared with the parents/guardians. The preschool teachers also share the results with kindergarten teachers through portfolio methods, teacher meetings, and the building's student information document. The preschool program is housed in the same hallway as the kindergarten program, providing a seamless transition to the elementary setting.In order to aid in the transition with curriculum, teachers meet between grade levels and buildings at least once a year, if not more. The purpose is to identify where we are at with the curriculum and interventions and to discuss where needs and gaps exist. Based on observations in the past year related to student learning and behavior during the transition between pre-kindergarten and kindergarten, there has been more focus on the articulation of these two programs. This articulation will continue to be a focus throughout 2025-2026.

Response from the approved prior year Consolidated District Plan.

Title I funds are not used to support preschool programs.Putnam County Primary School provides a preschool program that enrolls up to 80 students on an annual basis. Preschool teachers use a tiered process for their students utilizing the ELS assessment system. Teachers work with students in small groups for 10 minutes a day on three different content areas using evidence-based research/interventions. These students are tracked three times a year and information is shared with the parents/guardians. The preschool teachers also share the results with kindergarten teachers through portfolio methods, teacher meetings, and the building's student information document. The preschool program is housed in the same hallway as the kindergarten program, providing a seamless transition to the elementary setting.In order to aid in the transition with curriculum, teachers meet between grade levels and buildings at least once a year, if not more. The purpose is to identify where we are at with the curriculum and interventions and to discuss where needs and gaps exist. Based on observations in the past year related to student learning and behavior during the transition between pre-kindergarten and kindergarten, there has been more focus on the articulation of these two programs. This articulation will continue to be a focus throughout 2024-2025.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation	Instructions
INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*	
ISBE Goals:	
<input checked="" type="checkbox"/> Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.	
<input checked="" type="checkbox"/> Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.	
<input type="checkbox"/> Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.	
District Goal(s):	
<input type="checkbox"/> Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.	
<hr/>	
1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]	
For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs. <i>DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.</i> ([count] of 7500 maximum characters used) Programming: All four schools in the District have designed, implemented, and annually reviews an instructional program intended to meet the needs of all students. A formal curriculum planning structure termed as "EPIC" is used to regularly review instructional programming and enhance learning opportunities for students. This program is also supported by a defined assessment schedule that outlines all standardized and benchmarking assessments in the District, which are intended to be used to guide student learning. For example, AIMSweb Plus is used at the elementary and primary grades to regularly assess students' learning in English-language arts and mathematics. Based on analysis conducted at regular data meetings, students are provided interventions to help them acquire necessary skills and knowledge. In addition to general programming, the District is purposefully reviewing its RTI practices and procedures across all four schools. Efforts are being made to align student learning and interventions for students needing Tier 2 and Tier 3 support.Resources: The District has also embarked on improving the instructional materials available to teachers. After comprehensive reviews, PCPS and PCES have implemented the following updates to series and resources in the past few years: reading in 2020-2021, mathematics in 2021-2022, and science in 2017-2018. As a District, an instructional resource inventory was done in Fall 2022 with all teachers at all grades cataloging current learning resources. With all of these lists, a schedule was developed for a formal rotation of all resources with opportunity for procurement of new resources for every grade and subject level throughout a five-year timespan. Resources for Social Sciences and Health were acquired at the end of the the 2022-2023 school year for implementation in 2023-2024. The District purchased resources for Science and English-Language Arts for implementation during the 2024-2025 school year. Also, the high school has started to use NWEA MAP as a benchmarking assessment for implementation during the 2024-2025 school year. The District also recently established a Benchmarking Assessment Committee to review the current assessment system, procure a new system, and align interventions and supports for student learning. In addition to supporting students needing more help, a focus is also being placed on providing accelerated learning.School Improvement Plans: The District has also created learning goals to accompany a recently developed strategic plan. These goals led to the development of school improvement plans with focus on growth in student learning. Emphasis was placed on mathematics and ELA along with other teacher-identified areas of opportunity. These plans will be updated through Summer 2025 using data and findings from the 2024-2025 school year.	
Response from the prior year Consolidated District Plan. Programming: All four schools in the District have designed, implemented, and annually reviews an instructional program intended to meet the needs of all students. A formal curriculum planning structure termed as "EPIC" is used to regularly review instructional programming and enhance learning opportunities for students. This program is also supported by a defined assessment schedule that outlines all standardized and benchmarking assessments in the District, which are intended to be used to guide student learning. For example, AIMSweb Plus is used at the elementary and primary grades to regularly assess students' learning in English-language arts and mathematics. Based on analysis conducted at regular data meetings, students are provided interventions to help them acquire necessary skills and knowledge. In addition to general programming, the District is purposefully reviewing its RTI practices and procedures across all four schools. Efforts are being made to align student learning and interventions for students needing Tier 2 and Tier 3 support.Resources: The District has also embarked on improving the instructional materials available to teachers. After comprehensive reviews, PCPS and PCES have implemented the following updates to series and resources in the past few years: reading in 2020-2021, mathematics in 2021-2022, and science in 2017-2018. As a District, an instructional resource inventory was done in Fall 2022 with all teachers at all grades cataloging current learning resources. With all of these lists, a schedule was developed for a formal rotation of all resources with opportunity for procurement of new resources for every grade and subject level throughout a five-year timespan. Resources for Social Sciences and Health were acquired at the end of the the 2022-2023 school year for implementation in 2023-2024. The District anticipates purchases of resources for Science and English-Language Arts in the next few months for implementation during the 2024-2025 school year. Also, the high school has recently defined a plan to use NWEA MAP as a benchmarking assessment for implementation during the 2024-2025 school year.School Improvement Plans: The District has also created learning goals to accompany a recently developed strategic plan. These goals led to the development of school improvement plans with focus on growth in student learning. Emphasis was placed on mathematics and ELA along with other teacher-identified areas of opportunity. These plans will be updated through Summer 2024 using data and findings from the 2023-2024 school year.	
2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.*Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]	
For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs. <i>DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.</i> ([count] of 7500 maximum characters used) The District will continue its response to intervention framework for PreK-12th grade into the 2025-2026 school year with an acceleration/gifted component. All students in the District will be considered within this framework. The RTI framework is currently being reviewed as part of the Benchmarking Assessment Committee to better alignment assessments and interventions across all grade-levels and subject areas.At PCPS and PCES, three tiers will be used to define where students are academically. Tier I (26th-100th percentile on AIMSweb Plus) will be subdivided and differentiated up for students in accelerated areas. Tier II (11th-25th percentile) will be in small group of 2-5 students in the areas of reading and math for 30 minutes daily with a certified teacher. Tier III (0-10th percentile) will be one-one-one with a certified teacher or paraprofessional for 15 minutes each day. Students that score in the 99th percentile will be further assessed for content acceleration through the District criteria. Data team meetings will be conducted every 6 weeks to review progress monitoring and move students within the appropriate areas of the three tiers. Our goal is to have students in the 26th-100th percentile on AIMSweb Plus and other expectations chart data.At PCJH and PCHS, students will take the MAP assessment in mathematics and ELA on a triennial basis. Data from this assessment will be utilized to determine students needing more support in these core subjects. RTI periods will be scheduled during regular study hall periods to assist students in acquiring necessary skills and knowledge for access and grade-level growth with the general education curriculum. The goal for the high school is to provide focused support to students in core instructional areas prior to their enrollment in transition-based courses (e.g., CTE classes).At PCHS, a team of teachers and support staff will regularly meet to monitor students' academic performance (e.g., grades) alongside behavioral and attendance data. Students recognized as needing support will be provided with appropriate services based on the team's analysis. Further, PCHS will be exploring the addition of a benchmarking assessment to more regularly assess performance in core subjects and provide appropriate support to students. The District also implemented a social emotional screener at all grades during the 2022-2023 school year to identify non-academic barriers to learning. Results from these screeners are used to provide tiered social-emotional support services.	
Response from the prior year Consolidated District Plan. The District will continue its response to intervention framework for PreK-12th grade into the 2024-2025 school year with an acceleration/gifted component. All students in the District will be considered within this framework. The RTI framework is currently being reviewed and aligned to ensure all students are being provided with appropriate instruction and resources with seamless transitions between schools. Also, the elementary school is currently reviewing an opportunity to implement a Tier 0 for students needing more content or learning acceleration.At PCPS and PCES, three tiers will be used to define where students are academically. Tier I (26th-100th percentile on AIMSweb Plus) will be subdivided and differentiated up for students in accelerated areas. Tier II (11th-25th percentile) will be in small group of 2-5 students in the areas of reading and math for 30 minutes daily with a certified teacher. Tier III (0-10th percentile) will be one-one-one with a certified teacher or paraprofessional for 15 minutes each day. Students that score in the 99th percentile will be further assessed for content acceleration through the District criteria. Data team meetings will be conducted every 6 weeks to review progress monitoring and move students within the appropriate areas of the three tiers. Our goal is to have students in the 26th-100th percentile on AIMSweb Plus and other expectations chart data.At PCJH and PCHS, students will take the MAP assessment in mathematics and ELA on a triennial basis. Data from this assessment will be utilized to determine students needing more support in these core subjects. RTI periods will be scheduled during regular study hall periods to assist students in acquiring necessary skills and knowledge for access and grade-level growth with the general education curriculum. As noted above, PCHS will be implementing this assessment for the first time in several years. The goal is to provide focused support to students in core instructional areas prior to their enrollment in transition-based courses (e.g., CTE classes).At PCHS, a team of teachers and support staff will regularly meet to monitor students' academic performance (e.g., grades) alongside behavioral and attendance data. Students recognized as needing support will be provided with appropriate services based on the team's analysis. Further, PCHS will be exploring the addition of a benchmarking assessment to more regularly assess performance in core subjects and provide appropriate support to students. The District also implemented a social emotional screener at all grades during the 2022-2023 school year to identify non-academic barriers to learning. Results from these screeners were used to provide tiered social-emotional support services.	
3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards.This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3]	
For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs. <i>DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.</i> ([count] of 7500 maximum characters used) When a student is identified as needing additional assistance at PC #535, a team is composed and convened to discuss proper supports for the student. The team meets to discuss that student every 6-8 weeks to determine if the intervention(s) implemented are performing appropriately in the skill deficit area for that child. If the intervention is found appropriate, the intervention continues. If the intervention is found to not be appropriate, the intervention will change and the student may require additional time. This is also when	

the team determines if there are more intensive strategies needed for the student. Finally, the team can determine if the special intervention(s) are no longer needed for the student and the student can be returned to the homeroom teacher. If the student has plateaued on their scores or they are dipping below the expectations, a domain for special services may be called and follow the federal guidelines for an IEP. In addition to the core curriculum, students receive an additional 30 minutes of math and reading instruction. Interventions are mostly provided by teachers, but paraprofessionals do play an important role in the interventions and services as well. If a student continues to display slow progress (10th% or below), an additional 15 minutes a day is provided to the student in a one-on-one setting. Students that are in the 99th percentile and meet the criteria for content acceleration are placed in the next grades content for Math, ELA or both upon informed parent consent.

Response from the prior year Consolidated District Plan.

When a student is identified as needing additional assistance at PC #535, a team is composed and convened to discuss proper supports for the student. The team meets to discuss that student every 6-8 weeks to determine if the intervention(s) implemented are performing appropriately in the skill deficit area for that child. If the intervention is found appropriate, the intervention continues. If the intervention is found to not be appropriate, the intervention will change and the student may require additional time. This is also when the team determines if there are more intensive strategies needed for the student. Finally, the team can determine if the special intervention(s) are no longer needed for the student and the student can be returned to the homeroom teacher. If the student has plateaued on their scores or they are dipping below the expectations, a domain for special services may be called and follow the federal guidelines for an IEP. In addition to the core curriculum, students receive an additional 30 minutes of math and reading instruction. Interventions are mostly provided by teachers, but paraprofessionals do play an important role in the interventions and services as well. If a student continues to display slow progress (10th% or below), an additional 15 minutes a day is provided to the student in a one-on-one setting. Students that are in the 99th percentile and meet the criteria for content acceleration are placed in the next grades content for Math, ELA or both upon informed parent consent.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

((count) of 7500 maximum characters used)

At PC #535, a wide variety of instructional strategies are used to strengthen academic programs and improve student learning. Whole group instruction is provided at all grade levels in all content areas; the teacher utilizes instructional strategies for all students for a minimum of 10-20 minutes per core area. Teachers utilize informal assessment to determine if some strategies need to be altered to meet needs of the whole group. Small group instruction is also used at all grade levels; the teacher or paraprofessional provides instructional level strategies or reteach skills for better understanding, usually through Guided Reading and Guided Math Centers. Individual reteaching is used at all grade levels as well as accelerated content as qualifying; a teacher or paraprofessional will provide reteaching to a student that has not been able to obtain a skill through whole group or small group instruction, usually for 30 minutes during a designated intervention time. Some of the interventions used include: guided reading, guided math, Fountas and Pinnell, SRA Horizons reading & Math, Heggerty, Zoo Phonics, Dolch sight words, My Math, National Geographic Science and Reading, Sumdog, Starfall (technology), piloting writing workshops, and Words Their Way. The District utilizes a variety of research-based or evidence-based interventions/curriculum for students. This work and research has been conducted through grade level planning and meeting on mapping which is approximately three times a year at each grade level. Additional implementation assistance is provided by the use of technology such as Chromebooks, iPads, Elmos and SmartBoards. The District also strives to hire the best possible staff for students, knowing that student learning starts with excellent instruction and planning.

Response from the prior year Consolidated District Plan.

At PC #535, a wide variety of instructional strategies are used to strengthen academic programs and improve student learning. Whole group instruction is provided at all grade levels in all content areas; the teacher utilizes instructional strategies for all students for a minimum of 10-20 minutes per core area. Teachers utilize informal assessment to determine if some strategies need to be altered to meet needs of the whole group. Small group instruction is also used at all grade levels; the teacher or paraprofessional provides instructional level strategies or reteach skills for better understanding, usually through Guided Reading and Guided Math Centers. Individual reteaching is used at all grade levels as well as accelerated content as qualifying; a teacher or paraprofessional will provide reteaching to a student that has not been able to obtain a skill through whole group or small group instruction, usually for 30 minutes during a designated intervention time. Some of the interventions used include: guided reading, guided math, Fountas and Pinnell, SRA Horizons reading & Math, Heggerty, Zoo Phonics, Dolch sight words, My Math, National Geographic Science and Reading, Sumdog, Starfall (technology), piloting writing workshops, and Words Their Way. The District utilizes a variety of research-based or evidence-based interventions/curriculum for students. This work and research has been conducted through grade level planning and meeting on mapping which is approximately three times a year at each grade level. Additional implementation assistance is provided by the use of technology such as Chromebooks, iPads, Elmos and SmartBoards. The District also strives to hire the best possible staff for students, knowing that student learning starts with excellent instruction and planning.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.[5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

((count) of 7500 maximum characters used)

PCPS has a highly qualified reading specialist who has been in place for nine school years. PCES has a highly qualified reading specialist who has been in place for seven school years. All teachers employed by the District are required to have an appropriate license for their assigned grade-levels and/or subject areas in accordance with the Illinois School Code. Disaggregated data is also regularly reviewed to ensure achievement gaps remain a focus of improvement across all four schools.

Response from the prior year Consolidated District Plan.

PCPS has a highly qualified reading specialist who has been in place for eight school years. PCES has a highly qualified reading specialist who has been in place for six school years. All teachers employed by the District are required to have an appropriate license for their assigned grade-levels and/or subject areas in accordance with the Illinois School Code. The District has also recently acquired a data platform that allows for continuous analysis of student growth and achievement. This platform allows for data to be disaggregated by numerous variables, including student demographics such as low socioeconomic status. Teachers will regularly meet during professional development time to analyze this data, determine if any disparities exist, and identify plans to further support students.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement. [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

((count) of 7500 maximum characters used)

Students at PC #535 utilize technology in our library programs daily. At PCPS, students have "media centers" where students are exposed to a group story, comprehension questions as a whole and then split off into one of several media centers that include reading, math, technology/coding, engineering, fine motor skills, and art. The students are exposed to this program every day for 30 minutes. Students have been exposed to this model for several years and the change has proven to be exciting for students and meet a variety of developmental and technical needs. As of 2024-2025, the District has also implemented a technology curriculum intended for kindergarten through fifth-grade students to support their digital literacy skills. At PCES, students have 30 minutes daily where they are exposed to library programs or technology programs. Students receive instruction on current technology and research at a high level. The PCES library has also had a focus on increasing and improving the library book selection for students in paper form, as well as electronic form. As of 2024-2025, the District has also implemented a technology curriculum intended for kindergarten through fifth-grade students to support their digital literacy skills. All four buildings maintain libraries/media centers with a catalog of age-appropriate texts and books as well as access to non-catalogued items through State library networks. Each library is staffed with a media aide or tech aide that provides assistance to students with access to the media center and development of digital literacy skills. The District will also continue to run its Summer Book Bus. This opportunity is a white activity bus that is loaded with fiction and nonfiction books for students to check out along with a make-n-take activity. This program is conducted every week in four of the local communities. A new Library Media Specialist was hired for the 2024-2025 school year as well. This individual will be emphasizing digital literacy and helping teachers with implementing appropriate and aligned research methods for all grade-levels. Throughout the 2025-2026 school year, the focus of this individual will be the continued implementation of the technology curriculum for the elementary grades and promotion of the Big6 research model.

Response from the prior year Consolidated District Plan.

Students at PC #535 utilize technology in our library programs daily. At PCPS, students have "media centers" where students are exposed to a group story, comprehension questions as a whole and then split off into one of several media centers that include reading, math, technology/coding, engineering, fine motor skills, and art. The students are exposed to this program every day for 30 minutes. Students have been exposed to this model for several years and the change has proven to be exciting for students and meet a variety of developmental and technical needs. At PCES, students have 30 minutes daily where they are exposed to library programs or technology programs. Students receive instruction on current technology and research at a high level. The PCES library has also had a focus on increasing and improving the library book selection for students in paper form, as well as electronic form. All four buildings maintain libraries/media centers with a catalog of age-appropriate texts and books as well as access to non-catalogued items through State library networks. Each library is staffed with a media aide or tech aide that provides assistance to students with access to the media center and development of digital literacy skills. The District will also continue to run its Summer Book Bus. This opportunity is a white activity bus that is loaded with fiction and nonfiction books for students to check out along with a make-n-take activity. This program is conducted every week in four of the local communities. Along with the book bus, the District has partnered with Renaissance to provide a digital library for student reading throughout Summer 2024. A new Library Media Specialist has been hired for the 2024-2025 school year as well. This individual will be emphasizing digital literacy and helping teachers with implementing appropriate and aligned research methods for all grade-levels.

7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

((count) of 7500 maximum characters used)

Currently, PCPS and PCES utilize the Tier 1 system to target and track gifted students that need more than the general academic program. Students are challenged with coordinated STEAM activities, technology projects, field trips, the Extension Office, and other activities. Students are teacher recommended for the high Tier 1 group and/or fall above the 80th percentile on the AIMSweb assessment. Within this designation, students are carefully partnered with other students in order to maximize the learning opportunity so behavior or personalities do not hinder the learning process. This grouping lasts for 30 minutes each day. Additional "work" is not given to gifted and talented students, rather more complex or higher level expectations/content are utilized to challenge them in a different way. Students are also given different opportunities like participating in the Young Author's Contest which is hosted annually and locally by the Starved Rock Reading Council. All students at the high school level are provided an opportunity to access courses that meet their

learning needs and post-secondary aspirations, including advanced coursework such as AP courses or dual credit courses.The District also maintains policies and specific procedures for content acceleration.

Response from the prior year Consolidated District Plan.

Currently, PCPS and PCES utilize the Tier I system to target and track gifted students that need more than the general academic program. Students are challenged with coordinated STEAM activities, technology projects, field trips, the Extension Office, and other activities. Students are teacher recommended for the high Tier I group and/or fall above the 80th percentile on the AIMSweb assessment. Within this designation, students are carefully partnered with other students in order to maximize the learning opportunity so behavior or personalities do not hinder the learning process. This grouping lasts for 30 minutes each day. Additional "work" is not given to gifted and talented students, rather more complex or higher level expectations/content are utilized to challenge them in a different way.Students are also given different opportunities like participating in the Young Author's Contest which is hosted annually and locally by the Starved Rock Reading Council.All students at the high school level are provided an opportunity to access courses that meet their learning needs and post-secondary aspirations, including advanced coursework such as AP courses or dual credit courses.The District also maintains policies and specific procedures for content acceleration.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]

- i. Coordination with institutions of higher education, employers, and other local partners;* and**
- ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.***

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

As a unit school district, PC #535 has the opportunity to seamlessly pass on student information from one grade-level to the next. At the beginning and end of each school year, administration coordinates this information exchange with students' teachers at the next grade-level. The information shared includes student academic performance, grades, and behavioral needs. Students transitioning from fifth-grade to the junior high are provided with a visit day in which they begin to assimilate to the new school environment and structures. They begin to familiarize themselves with the teachers and staff, use of lockers, bell schedules, and movement among classes. The junior high is currently reviewing this practice to increase students' involvement in the day and help them actively learn expectations of a junior high student.Students transitioning from junior high to high school are provided an evening in which they visit the high school with their parents/guardians and explore all expectations and learning opportunities. In addition, several events are held throughout the year for students to attend the high school during the normal school day and participate in electives and other high school specific courses as a means of introduction to the secondary setting. All students are also invited to an orientation day at the start of the school year in which they participate in a mock schedule and meet all of their teachers.The high school boasts several opportunities for students to begin early access to college and careers. Through partnerships with Illinois Valley Community College, students are able to take dual credit or dual enrollment courses both at the high school and on the college campus. The high school has also added Advanced Placement courses in the past few years and continues to evaluate opportunities for program expansion. For career-focused students, the high school is part of the local career center and provides access to hands-on courses that lead to certifications and licensure. The high school also offers internship, apprenticeship, and career exploration courses. A Work-Based Learning Coordinator position was added in 2024-2025 to better support the career-focused programming. All students meet on a regular basis with the school guidance counselor to explore pathways for transition after high school as well.In the next year, the junior high and high school will continue collaborating with each other and the Regional Office of Education to begin implementation of the PaCE Framework.

Response from the approved prior year Consolidated District Plan.

As a unit school district, PC #535 has the opportunity to seamlessly pass on student information from one grade-level to the next. At the beginning and end of each school year, administration coordinates this information exchange with students' next year teachers. The information shared includes student academic performance, grades, and behavioral needs. Students transitioning from fifth-grade to the junior high are provided with a visit day in which they begin to assimilate to the new school environment and structures. They begin to familiarize themselves with the teachers and staff, use of lockers, bell schedules, and movement among classes. The junior high is currently reviewing this practice to increase students' involvement in the day and help them actively learn expectations of a junior high student.Students transitioning from junior high to high school are provided an evening in which they visit the high school with their parents/guardians and explore all expectations and learning opportunities. In addition, several events are held throughout the year for students to attend the high school during the normal school day and participate in electives and other high school specific courses as a means of introduction to the secondary setting. All students are also invited to an orientation day at the start of the school year in which they participate in a mock schedule and meet all of their teachers.The high school boasts several opportunities for students to begin early access to college and careers. Through partnerships with Illinois Valley Community College, students are able to take dual credit or dual enrollment courses both at the high school and on the college campus. The high school has also added Advanced Placement courses in the past few years and continues to evaluate opportunities for program expansion. For career-focused students, the high school is part of the local career center and provides access to hands-on courses that lead to certifications and licensure. The high school also offers internship, apprenticeship, and career exploration courses. All students meet on a regular basis with the school guidance counselor to explore pathways for transition after high school as well.In the next year, the junior high and high school will be collaborating with each other and the Regional Office of Education to begin an early review and implementation of the PaCE Framework.

2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

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NOTE: If not applicable because district serves only grades K-8, enter *Elementary District*

([count] of 7500 maximum characters used)

A. Career and technical education are integrated into the social science standards and new open-resource methods at the Primary and Elementary Schools. Students are exposed to different careers and technical education through fiction and nonfiction books, media centers, assemblies, research projects and the State Standards. The District also coordinates with its foundation to take field trips to the local library, police station, grocery store, car dealership, town hall, and post office.B. The eighth-grade follows an in-depth career component within their VIP portion of the day (like an advisory period). They research various careers, have speakers come to present on various careers, took students on trips to visit and shadow some local companies. Faculty and staff will be reviewing and implementing the PaCE Framework for the junior high over the next year. The junior high has also amplified the direct connection with the community college and conducted visit and exploration days for eighth-grade students.C. The high school provides several opportunities for students to attain skills for occupations and work-based learning opportunities. Partnership with the local career center provides students with access to career-based courses that provide certifications, including nursing, auto mechanics, welding, electricity, CAD, and more. The high school also provides several courses that promote skill development related to careers, including workplace experience courses, and a plethora of other electives in agriculture, fine arts, and family sciences. In collaboration with the junior high, the high school faculty and staff will be reassessing its current PaCE Framework. The District has also created and hired for a Work-Based Learning Coordinator position due to the expanding interest in workplace experience courses.

Response from the approved prior year Consolidated District Plan.

A. Career and technical education are integrated into the social science standards and new open-resource methods at the Primary and Elementary Schools. Students are exposed to different careers and technical education through fiction and nonfiction books, media centers, assemblies, research projects and the State Standards. The District also coordinates with its foundation to take field trips to the local library, police station, grocery store, car dealership, town hall, and post office.B. The eighth-grade follows an in-depth career component within their VIP portion of the day (like an advisory period). They research various careers, have speakers come to present on various careers, took students on trips to visit and shadow some local companies. Faculty and staff will be reviewing and implementing the PaCE Framework for the junior high over the next year.C. The high school provides several opportunities for students to attain skills for occupations and work-based learning opportunities. Partnership with the local career center provides students with access to career-based courses that provide certifications, including nursing, auto mechanics, welding, electricity, CAD, and more. The high school also provides several courses that promote skill development related to careers, including workplace experience courses, and a plethora of other electives in agriculture, fine arts, and family sciences. In collaboration with the junior high, the high school faculty and staff will be reassessing its current PaCE Framework. The District has also created and hired for a Work-Based Learning Coordinator position due to the expanding interest in workplace experience courses.

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☒ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

- ☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Teachers, staff, and administration will attend conferences and training relevant to their positions and as related to their respective school improvement plan.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

FUNDS TRANSFERRED TO TITLE I

G. Title III - LIEP

H. Title III - ISEP

I. Title IV, Part A - Student Support and Academic Enrichment

FUNDS TRANSFERRED TO TITLE I

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

Teachers, staff, and administration will attend conferences and training relevant to their positions and as related to their respective school improvement plan.

L. IDEA, Part B - Preschool

Teachers, staff, and administration will attend conferences and training relevant to their positions and as related to their respective school improvement plan.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Safe and Healthy Learning Environment	Instructions
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INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

☐ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

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([count] of 7500 maximum characters used)

PC #535 administration and faculty/staff apply restorative practices and classroom management practices to maintain safe and welcoming learning environments. Emphasis is placed on keeping students in classrooms for learning as long as the environment remains safe for all individuals. These practices are uniformly applied to all student subgroups.Three social workers are employed in the District. During the 2025-2026 school year, they will be reviewing district-wide social-emotional learning programs focused on character development aligned with Illinois learning standards. One social worker will also be assigned to the two elementary schools to facilitate mini-lessons, direct interventions, small groups, and whole-school assemblies. Another will be assigned to the junior high and another to the high school to carry out similar age-appropriate activities. Bullying and harassment procedures will align with State requirements and will not be tolerated in any school. Specific attention will be given to prevention of bullying or harassment due to one's status with any of the indicated subgroups. A social-emotional screener will also be administered three times per year to assist in identifying students needing supports.PCPS has recently adopted Zones of Regulation to help support students and provide a proactive means of addressing student health and safety. PCES is kickstarting a review of their social-emotional learning and programming to address behavior as well.Special education students are placed in the least restrictive environment to meet their individual needs, which can include both academic and non-academic settings. If any concerns about a student's association with an identified subgroup does arise, the case manager will seek assistance from the school social worker, administration, EL coordinator, and/or problem-solving team.

Response from the prior year Consolidated District Plan.

PC #535 administration and faculty/staff apply restorative practices and classroom management practices to maintain safe and welcoming learning environments. Emphasis is placed on keeping students in classrooms for learning as long as the environment remains safe for all individuals. These practices are uniformly applied to all student subgroups.Three social workers are employed in the District. During the 2024-2025 school year, they will be reviewing district-wide social-emotional learning programs focused on character development aligned with Illinois learning standards. One social worker will also be assigned to the two elementary schools to facilitate mini-lessons, direct interventions, small groups, and whole-school assemblies. Another will be assigned to the junior high and another to the high school to carry out similar age-appropriate activities. Bullying and harassment procedures will align with State requirements and will not be tolerated in any school. Specific attention will be given to prevention of bullying or harassment due to one's status with any of the indicated subgroups. A social-emotional screener will also be administered three times per year to assist in identifying students needing supports.Special education students are placed in the least restrictive environment to meet their individual needs, which can include both academic and non-academic settings. If any concerns about a student's association with an identified subgroup does arise, the case manager will seek assistance from the school social worker, administration, EL coordinator, and/or problem-solving team.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.):*

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([count] of 7500 maximum characters used)

PC #535 sets aside Title I dollars to support instructional and non-instructional materials and supplies needed for homeless students. The District also has a homeless liaison who is a part of the immediate enrollment process. This same District employee serves all four buildings (PreK-12th), so there is continuity to the services provided to a family. All state and federal guidelines will be followed by the District. Once a student enters a building and is designated as homeless, the homeless liaison will be immediately contacted and aid the family in the process of enrollment, providing resources and services as designated by the family. The student will be immediately enrolled and transportation will be setup if needed. Additionally, if another district is involved, PC #535 will share in the process and cost of transporting the student. If the parent reports that special services of any kind were provided, the previous school will be immediately contacted so that there can be a seamless transition of appropriate services for the student.Additionally, the District participates in an area-wide program (Backpack Ministries) that provides supplies to students in need. PC #535 will assist the family in finding necessary services from doctors, utility services, and employment opportunities.

Response from the prior year Consolidated District Plan.

PC #535 sets aside Title I dollars to support instructional and non-instructional materials and supplies needed for homeless students. The District also has a homeless liaison who is a part of the immediate enrollment process. This same District employee serves all four buildings (PreK-12th), so there is continuity to the services provided to a family. All state and federal guidelines will be followed by the District. Once a student enters a building and is designated as homeless, the homeless liaison will be immediately contacted and aid the family in the process of enrollment, providing resources and services as designated by the family. The student will be immediately enrolled and transportation will be setup if needed. Additionally, if another district is involved, PC #535 will share in the process and cost of transporting the student. If the parent reports that special services of any kind were provided, the previous school will be immediately contacted so that there can be a seamless transition of appropriate services for the student.Additionally, the District participates in an area-wide program (HUSKY) that provides supplies to students in need. PC #535 will assist the family in finding necessary services from doctors, utility services, and employment opportunities.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation[Instructions](#)

The application has been locked. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0002 - PUTNAM COUNTY HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1001 - PUTNAM COUNTY JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2004 - PUTNAM COUNTY ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/24/2025
2006 - PUTNAM CO PRIMARY SCH	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/24/2025

Describe anticipated Reorganizations:

Putnam County High School and Putnam County Junior High are not identified for schoolwide services. However, they benefit from the early intervention services provided at the primary and elementary levels because students directly transition to these later schools.

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Needs Assessment and Programs page and select Title I, save the page, and return to this page.

INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must be selected.*

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☒ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

☐

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))

[Section 1111\(d\)](#)

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If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

[[count]] of 7500 maximum characters used)

No schools identified for the 2025-2026 school year

Response from the approved prior year Consolidated District Plan.

No schools identified for the 2024-2025 school year

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?* (Section 1112(b)(5))

☐ Yes

☒ No

3. Select the poverty criteria below that will be used to rank school attendance centers.A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

- ☒ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- ☐ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- ☐ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- ☒ Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs.Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.* (Section 1112(b)(5))

[Section 1114 and 1115](#)

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[[count]] of 7500 maximum characters used)

PCPS and PCES have operated a schoolwide flexible program since May of 2015. The programs operated by both schools use standards-based report cards, common assessments, KIDS state assessment, AIMSweb Plus, IAR, and new curriculum implementation to identify and service students across the learning continuum. These measures allow teachers to identify and group students for small guided reading and math instruction, change methods and instructional strategies, and to reassess to continue informing instruction. Students identified with needing additional support (11th-25th percentile) will receive an additional 30 minutes of instruction in reading and/or math daily. Students that fall below the 10% will receive an additional 15 minutes in a one-on-one setting for the core areas identified through the above measures. Information will be reviewed every six weeks to determine if the intervention has met fidelity and is working or if another intervention needs to be implemented for the student. Parents will be involved in any changes that occur with the student's intervention and will receive additional progress reports and updates. The same process is conducted in both schools and use collaborative time to check that consistency if met with program details, timelines, etc.Students will receive Title I services in and out of the general classroom by the Title I teacher. The teacher will utilize two different intervention systems, based on student need.Goals of the programs are to provide a cohesive intervention system in all elementary grades across the two buildings; increase the education of the staff in the areas of research-based interventions, curriculum, technology, leadership and improve learning strategies; and increase student learning.PC #535 does not have any students that require living in local institutions or participate in community day programs for neglected or delinquent children.

Response from the approved prior year Consolidated District Plan.

PCPS and PCES have operated a schoolwide flexible program since May of 2015. The programs operated by both schools use standards-based report cards, common assessments, KIDS state assessment, AIMSweb Plus, IAR, and new curriculum implementation to identify and service students across the learning continuum. These measures allow teachers to identify and group students for small guided reading and math instruction, change methods and instructional strategies, and to reassess to continue informing instruction. Students identified with needing additional support (11th-25th percentile) will receive an additional 30 minutes of instruction in reading and/or math daily. Students that fall below the 10% will receive an additional 15 minutes in a one-on-one setting for the core areas identified through the above measures. Information will be reviewed every six weeks to determine if the intervention has met fidelity and is working or if another intervention needs to be implemented for the student. Parents will be involved in any changes that occur with the student's intervention and will receive additional progress reports and updates. The same process is conducted in both schools and use collaborative time to check that consistency if met with program details, timelines, etc.Students will receive Title I services in and out of the general classroom by the Title I teacher. The teacher will utilize two different intervention systems, based on student need.Goals of the programs are to provide a cohesive intervention system in all elementary grades across the two buildings; increase the education of the staff in the areas of research-based interventions, curriculum, technology, leadership and improve learning strategies; and increase student learning.PC #535 does not have any students that require living in local institutions or participate in community day programs for neglected or delinquent children.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required field

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

ISBE Goals:

- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- ☐ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- ☐ Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

☐

1. How was the comprehensive needs assessment information used for planning grant activities? *This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

PC #535 conducts a needs assessment with the involvement of students, parents/guardians, teachers, staff, and administration. This needs assessment focuses on improvement of teaching and learning opportunities and programming, professional development opportunities for certified and non-certified staff, and alignment of the District toward vision and goals. Information is gathered on an on-going basis through formal means, such as the 5Essentials Survey and strategic plan, and less formal means, such as regular building and administrator meetings. The needs assessment has focused our attention on continuing to expand specialized services, curriculum, and delivery models to meet the unique needs of our students.

Response from the approved prior year Consolidated District Plan.

PC #535 conducts a needs assessment with the involvement of students, parents/guardians, teachers, staff, and administration. This needs assessment focuses on improvement of teaching and learning opportunities and programming, professional development opportunities for certified and non-certified staff, and alignment of the District toward vision and goals. Information is gathered on an on-going basis through formal means, such as the 5Essentials Survey and strategic plan, and less formal means, such as regular building and administrator meetings. The needs assessment has focused our attention on continuing to expand specialized services, curriculum, and delivery models to meet the unique needs of our students.

2. Summarize the activities and programs to be funded within the grant application. *

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

In order to maximize allocated federal grant dollars and to provide optimum services to all special education students, the grant focuses on the following components: support services personnel, contractual instructional and support services, administrative support personnel and services, and staff development. Staff development opportunities will be designed for the various work groups to meet the needs of all students from ages 3 through 21. Support services provided are documented in the individual student's IEP and are required to meet the student's needs as identified by their teams. IDEA Grant funding continues to allow programs to expand to meet the varied needs of the students and providing them the support within their home District to the most appropriate extent as possible as well as programming and supports within facilities in close proximity to the District while still focusing on their individual needs. With the funding through the grant, the District has been able to enhance staff development and in-service opportunities throughout the year. These activities are designed and chosen based on the latest scientific, data-based, and best practices in teaching students with special needs. These areas include behavior management, executive functioning, transition planning, goal writing, AT, differentiation, and instructional strategies through various curriculums.

Response from the approved prior year Consolidated District Plan.

In order to maximize allocated federal grant dollars and to provide optimum services to all special education students, the grant focuses on the following components: support services personnel, contractual instructional and support services, administrative support personnel and services, and staff development. Staff development opportunities will be designed for the various work groups to meet the needs of all students from ages 3 through 21. Support services provided are documented in the individual student's IEP and are required to meet the student's needs as identified by their teams. IDEA Grant funding continues to allow programs to expand to meet the varied needs of the students and providing them the support within their home District to the most appropriate extent as possible as well as programming and supports within facilities in close proximity to the District while still focusing on their individual needs. With the funding through the grant, the District has been able to enhance staff development and in-service opportunities throughout the year. These activities are designed and chosen based on the latest scientific, data-based, and best practices in teaching students with special needs. These areas include behavior management, executive functioning, transition planning, goal writing, AT, differentiation, and instructional strategies through various curriculums.

3. Describe any changes in the scope or nature of services from the prior fiscal year. *

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

There are no changes in the scope or nature of services from the 2024-2025 (FY25) school year.

Response from the approved prior year Consolidated District Plan.

There are no changes in the scope or nature of services from the FY23 school year.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

([count] of 7500 maximum characters used)

PC #535 emphasizes meeting or exceeding the State targets for all indicators. However, based on previous data, focus is put on 1-Graduation and 5a-Least Restrictive Environment. 1-Graduation - The District has had a decrease in the percentage of students with IEPs who are graduating without four years. This change is partly due to students remaining in school programs until the age of 22. However, it has also been recognized that the high school in general had an increase in the percentage of dropouts the past few years. As a result, the School Improvement Plan now includes a goal with focus on reducing the number of dropouts. Actions associated with this plan put focus on individual students, including those students with IEPs. 5a-Least Restrictive Environment - The District has made improvement with this indicator over the past few years. There has been a renewed focus on making sure students are being educated in environments that allow them to participate in the general education environment to the maximum extent possible. Efforts are now being made to ensure IEP paperwork is accurately reflecting students' placement in the general education setting.

*Required field

Overview

***Note: This plan section is not required for the Department of Juvenile Justice.**

PROGRAM:	Youth in Care Stability
PURPOSE:	To comply with ESSA requirements for educational stability for students who are Youth in Care.
REQUIRED FOR:	All Illinois school districts and state-authorized charter schools
RESOURCES:	FD and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014 US Department of Education (USDE) web page for Students in Foster Care The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) Educational Stability Requirements (Effective October 7, 2008) Public Act 099-0781 (effective 8/12/2016) USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016) Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section) ESEA of 1965 as Amended, Section 6312(c)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools - see note below
 - d. School/District staff - see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP

5. Local funds

Contact Information

***Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

- a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Peterson	Jodi	Director of Student Services	petersonj@pcschoos535.org

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Theisinger	Clayton	Superintendent	theisingerc@pcschoos535.org

☐ Click here to add information for other personnel involved in the plan development.

*Required field

Best Interest Determination as it relates to School Stability

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Upon notification to the PC #535 Foster Care Liaison (FCL) that a student is placed through foster care in a residence located within PC #535, changes residence location within the District, or changes residence outside of the District, the FCL will convene a meeting with members of the Local Education Agency Foster Care Team (LEA-FCT) to best address the transportation needs to minimize the negative impact to a student's continuum of educational services. The LEA's intent will be to implement as soon as practicable the Title 1 educational stability provisions. Local Education Foster Care Team (LEA-FCT) will consist of the Superintendent or designee, building administrator, Director of Student Services, school social worker, school psychologist, classroom teacher/special education teacher, and appropriate members of an applicable IEP or 504 team, DCFS worker, and foster family members as appropriate. Factors to be considered in determining whether remaining at a child's school of origin (SOO) will be: (Located on the FCTR page but restated here) preferences of the designated educational decision maker, placement of child's siblings, safety, duration of the need for services, time/length of travel time for the student, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, maturity of behavioral capacity of the student or other factors brought up by the LEA-FCT. The District does provide transportation to extra-curricular activities, so such transportation would be considered as a District element if necessary. The following in part or in whole will be considered regarding if the SOO is the best placement - attendance concerns, academic deviations related to movement in school locations, participation in extra-curricular activities, meeting grade level promotion and graduation policies, special health care needs, EL programming, special education placements/programming, and 504 accommodations.

Response from the approved prior year Consolidated District Plan.

Upon notification to the PC #535 Foster Care Liaison (FCL) that a student is placed through foster care in a residence located within PC #535, changes residence location within the District, or changes residence outside of the District, the FCL will convene a meeting with members of the Local Education Agency Foster Care Team (LEA-FCT) to best address the transportation needs to minimize the negative impact to a student's continuum of educational services. The LEA's intent will be to implement as soon as practicable the Title 1 educational stability provisions. Local Education Foster Care Team (LEA-FCT) will consist of the Superintendent or designee, building administrator, Director of Student Services, school social worker, school psychologist, classroom teacher/special education teacher, and appropriate members of an applicable IEP or 504 team, DCFS worker, and foster family members as appropriate. Factors to be considered in determining whether remaining at a child's school of origin (SOO) will be: (Located on the FCTR page but restated here) preferences of the designated educational decision maker, placement of child's siblings, safety, duration of the need for services, time/length of travel time for the student, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, maturity of behavioral capacity of the student or other factors brought up by the LEA-FCT. The District does provide transportation to extra-curricular activities, so such transportation would be considered as a District element if necessary. The following in part or in whole will be considered regarding if the SOO is the best placement - attendance concerns, academic deviations related to movement in school locations, participation in extra-curricular activities, meeting grade level promotion and graduation policies, special health care needs, EL programming, special education placements/programming, and 504 accommodations.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation here See Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The District complies with all requirements of IDEA and Section 504 regarding special considerations and legal requirements to ensure FAPE. The District special education cooperative and coordinator provides guidance on meeting the needs of students. The school District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term children with disabilities, as used in this policy, means children between ages 3 and 15 (inclusive) for whom it is determined, through definitions and procedures described in the Ill. State Board of Education (ISBE) Special Education rules, that special education services are needed. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA. For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the ISBE Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

Response from the approved prior year Consolidated District Plan.

The District complies with all requirements of IDEA and Section 504 regarding special considerations and legal requirements to ensure FAPE. The District special education cooperative and coordinator provides guidance on meeting the needs of students. The school District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term children with disabilities, as used in this policy, means children between ages 3 and 15 (inclusive) for whom it is determined, through definitions and procedures described in the Ill. State Board of Education (ISBE) Special Education rules, that special education services are needed. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA. For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the ISBE Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will: Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners. Appropriately identify students with limited English language proficiency. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them. Determine the appropriate instructional program and environment for English Learners. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (f) specific exit requirements of the program, (g) how the program will meet their child's individualized education program, if applicable, and (h) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged. Parent Involvement Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

Response from the approved prior year Consolidated District Plan.

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will: Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners. Appropriately identify students with limited English language proficiency. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them. Determine the appropriate instructional program and environment for English Learners. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (f) specific exit requirements of the program, (g) how the program will meet their child's individualized education program, if applicable, and (h) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged. Parent Involvement Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Step 1 - Dispute provided in writing by the grievied party to the entity in which the disagreement occursStep 2 - Contact the grievied party and if PC #535 is the entity in which the disagreement exists attempt a resolution problem solving discussion or clarification of concerns.Step 2a - If the grievied party is PC #535 then submit a written notice of disagreement to the entity in which the disagreement occursStep 3 - Convene a Dispute Resolution Team (DRT) consisting of members of the (LEA-FCT)Step 4 - During a Dispute Resolution Team meeting utilize problem solving discussions and reference the District's Uniform Grievance policy, Procedural Safeguards, and other guidance documentsStep 5 - If a disagreement continues to exist seek legal guidance from the District's Attorney of RecordStep 6 - Final dispute resolution will be DCFS.

Response from the approved prior year Consolidated District Plan.

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5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The District has implemented mandated training requirements for all staff to be informed of the ESSA requirements for educational stability for students who are identified as Youth in Care. General training is provided at the start of each year to all staff in the District. More specific follow-up training, including individual review of requirements, is provided to administration and building secretaries to ensure they properly register and address needs of Youth in Care.

*Required field

Youth in Care Stability Plan Development

***Note: This plan section is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Upon notification to the PC #535 Foster Care Liaison (FCL) that a student is placed through foster care in a residence located within PC #535, changes residence location within the District, or changes residence outside of the District, the FCL will convene a meeting with members of the Local Education Agency Foster Care Team (LEA-FCT) to best address the transportation needs to minimize the negative impact to a student's continuum of educational services. The LEA's intent will be to implement as soon as practicable the Title 1 educational stability provisions. Local Education Foster Care Team (LEA-FCT) will consist of the Superintendent or designee, building administrator, Special Education Coordinator, school social worker, school psychologist, classroom teacher/special education teacher, and appropriate members of an applicable IEP or 504 team, DCFS worker, and foster family members as appropriate. Factors to be considered in determining whether remaining at a child's school of origin (SOO) will be: (Located on the FCTR page but restated here) preferences of the designated educational decision maker, placement of child's siblings, safety, duration of the need for services, time/length of travel time for the student, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, maturity of behavioral capacity of the student or other factors brought up by the LEA-FCT. The District does provide transportation to extra-curricular activities, so such transportation would be considered as a District element if necessary. The following in part or in whole will be considered regarding if the SOO is the best placement - attendance concerns, academic deviations related to movement in school locations, participation in extra-curricular activities, meeting grade level promotion and graduation policies, special health care needs, EL programming, special education placements/programming, and 504 accommodations.

Response from the approved prior year Consolidated District Plan.

Upon notification to the PC #535 Foster Care Liaison (FCL) that a student is placed through foster care in a residence located within PC #535, changes residence location within the District, or changes residence outside of the District, the FCL will convene a meeting with members of the Local Education Agency Foster Care Team (LEA-FCT) to best address the transportation needs to minimize the negative impact to a student's continuum of educational services. The LEA's intent will be to implement as soon as practicable the Title 1 educational stability provisions. Local Education Foster Care Team (LEA-FCT) will consist of the Superintendent or designee, building administrator, Special Education Coordinator, school social worker, school psychologist, classroom teacher/special education teacher, and appropriate members of an applicable IEP or 504 team, DCFS worker, and foster family members as appropriate. Factors to be considered in determining whether remaining at a child's school of origin (SOO) will be: (Located on the FCTR page but restated here) preferences of the designated educational decision maker, placement of child's siblings, safety, duration of the need for services, time/length of travel time for the student, time of placement change, type of transportation available, traffic patterns, flexibility in school schedule, maturity of behavioral capacity of the student or other factors brought up by the LEA-FCT. The District does provide transportation to extra-curricular activities, so such transportation would be considered as a District element if necessary. The following in part or in whole will be considered regarding if the SOO is the best placement - attendance concerns, academic deviations related to movement in school locations, participation in extra-curricular activities, meeting grade level promotion and graduation policies, special health care needs, EL programming, special education placements/programming, and 504 accommodations.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- ☒ a. Pre-existing transportation route
- ☒ b. New transportation route
- ☐ c. Route-to-route hand-offs
- ☐ d. District-to-district boundary hand-offs
- ☒ e. Other services for which student is eligible, such as IDEA transportation options
- ☐ f. Options presented by DCFS worker
- ☐ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- ☐ h. Other - describe _____
- ☐ i. Other - describe _____
- ☐ j. Other - describe _____

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Funding will be allocated as required and in consideration of a student's IEP/504 needs, foster care situation, homelessness, or placement in an alternate or private district. The District office will code and assign proper funding in the same manner as standard operational steps for other purchased services.

Response from the approved prior year Consolidated District Plan.

Funding will be allocated as required and in consideration of a student's IEP/504 needs, foster care situation, homelessness, or placement in an alternate or private district. The District office will code and assign proper funding in the same manner as standard operational steps for other purchased services.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Step 1 - Dispute provided in writing by the grievred party to the entity in which the disagreement occurs Step 2 - Contact the grievred party and if PC #535 is the entity in which the disagreement exists attempt a resolution problem solving discussion or clarification of concerns. Step 2a - If the grievred party is PC #535 then submit a written notice of disagreement to the entity in which the disagreement occurs Step 3 - Convene a Dispute Resolution Team (DRT) consisting of members of the (LEA-FCT) Step 4 - During a Dispute Resolution Team meeting utilize problem solving discussions and reference the District's Uniform Grievance policy, Procedural Safeguards, and other guidance documents Step 5 - If a disagreement continues to exist seek legal guidance from the District's Attorney of Record Step 6 - Final dispute resolution will be DCFS

Response from the approved prior year Consolidated District Plan.

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5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

The School of Origin (SOO) will be responsible for the transportation while all disputes are being resolved.
Response from the approved prior year Consolidated District Plan.
The School of Origin (SOO) will be responsible for the transportation while all disputes are being resolved.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

Members of the LEA-FCT will be shared District wide. The process for initiating development of a plan for student(s) in need will be shared in each building during administrative meetings. Any new student registering in the District, student leaving the District, or student involved in a newly developing situation will be handled as appropriate to the context of the situation. An example of when a student leaves the District would be to notify the new district or placement of the plan and strategies followed. Any newly notified situation would utilize the LEA-FCT convening a meeting to reach determination of needs and solution.

Response from the approved prior year Consolidated District Plan.

Members of the LEA-FCT will be shared District wide. The process for initiating development of a plan for student(s) in need will be shared in each building during administrative meetings. Any new student registering in the District, student leaving the District, or student involved in a newly developing situation will be handled as appropriate to the context of the situation. An example of when a student leaves the District would be to notify the new district or placement of the plan and strategies followed. Any newly notified situation would utilize the LEA-FCT convening a meeting to reach determination of needs and solution.

*Required field

BSP Overview

Program Name: EL - Bilingual Service Plan

Purpose: The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.

Rules: [23 Ill. Admin. Code, Part 228.50](#)

Contact: Multilingual Department at 312-814-3850
multilingual@isbe.net

BSP Contact Information

34 English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*

Balestri

Phone*

815 882 2800

First Name*

Courtney

Middle
Initial

Email*

balestric@pcschools535.org

EL Program Director Requirements:

Administrative Endorsement



ESL/Bilingual Endorsement



[Administrator Requirements](#)

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements.

8 professional development hours pertaining to ELL programing will be completed during the 2025-26 school year.

*Required field

Attendance Center Enrollment Information

Instructions

34 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs Language Codes Alphabetical
			TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
1.	Putnam County High School	9-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0		
2.	Putnam County Junior High School	6-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0		
3.	Putnam County Elementary School	3-5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	0	0	0		
4.	Putnam County Primary School	PreK-2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	0	0	0		
5.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.

([count] of 2500 maximum characters used)

The four staff members that have their ESL endorsement are utilized across the district to consult with teachers that have EL's in their classrooms. Additionally, Putnam County High School continues to look for a certified teacher for foreign language instruction (Spanish). Once hired, this staff member will be providing support to other staff members with EL's, as well as, providing direct instruction.

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

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PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input type="checkbox"/> Current Research in the Teaching of EL Students	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Language Assessment	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input checked="" type="checkbox"/> Issues Related to EL Students with Disabilities	08/14/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30
<input type="checkbox"/> Program Standards	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> District Identification Assessment	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input checked="" type="checkbox"/> Program Design	08/12/2025	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	90
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Spanish Language Arts	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/> Others (Specify):	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Comments:

*Required field

BSP TBE Requirements

Instructions

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English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes☐No☒

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

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English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes☐No☒

☒ By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

06/24/2025

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

- ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
- coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- collaborate with the State or local child welfare agency to
 - designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - the local educational agency agrees to pay for the cost of such transportation; or
 - the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
- ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
- in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
- Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
- the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
- the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
- the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
- Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
- in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
- In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
- The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

☒ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

- The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information, and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity, or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=35598&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
- a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
 - d) Properly post all expenditures made on behalf of the project;
 - e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
 - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- a) Publishing a statement:
 - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - ii) Specifying the actions that will be taken against employees for violations of such prohibition.
 - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
 - b) Establishing a drug-free awareness program to inform employees about:
 - i) The dangers of drug abuse in the workplace;
 - ii) The grantees or contractors policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions**

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

- ☒ By checking this box, the prospective lower tier participant certifies that:
1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
 2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
 3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
 4. It will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
 5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the GSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v.01.10.2025

Certification Regarding Lobbying

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

- ☒ By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:
- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
 - (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#)"Disclosure of Lobbying Activities," in accordance with its instructions.
 - (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

GEPA 442 Assurances

Instructions

- ☒ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity, or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all

- applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
 6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
 7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
 8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
 9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.01.31.2024

Assurances

Instructions

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- ☒ Assurances for all covered programs
- ☒ Grant Application Certifications and Assurances (State Assurances)
- ☒ Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions
- ☒ Certification Regarding Lobbying
- ☒ GEPA 442 Assurances

v.09.08.2021

Not calling IWAS Web Service
CLAYTON THEISINGER

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 05/30/2025
RCDT when agreed to: 35-078-5350-26

